**Grade 7 Interim 3 Literacy Assessment Rubric**

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| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading**  **Comprehension of**  **Key Ideas and**  **Details** | The student response  provides a **thorough and accurate**  **explanation** of the type of habitat for one bird in the passage “Flightless Birds” and  explains what type of habitat this bird would need to survive away from its natural environment and how this habitat could be created in one’s backyard. Response  cites **convincing textual evidence**  as support, showing **full comprehension** of complex ideas  expressed in the  text(s). | The student response  provides an  **accurate**  **explanation** of the type of habitat for one bird in the passage “Flightless Birds” and  explains what type of habitat this bird would need to survive away from its natural environment and how this habitat could be created in one’s backyard. Response  cites **textual evidence**  as support, showing **extensive comprehension** of ideas expressed in the text(s). | The student response  provides a  **mostly accurate explanation** of the type of habitat for one bird in the passage “Flightless Birds” and  explains what type of habitat this bird would need to survive away from its natural environment and how this habitat could be created in one’s backyard. Response  cites **textual evidence** as support, showing **basic comprehension** of ideas expressed in the text(s). | The student response  provides a  **minimally accurate explanation** of the type of habitat for one bird in the passage “Flightless Birds” and  explains what type of habitat this bird would need to survive away from its natural environment and how this habitat could be created in one’s backyard. The  cited **textual evidence** shows **limited comprehension** of ideas expressed in the text(s). | The student response  provides an  **inaccurate explanation** or **no explanation,** showing **little to no comprehension** of ideas expressed in the text(s). |
| **Writing**  **Written Expression**  Development of Idea | Develops the topic with **comprehensive, relevant** facts, concrete details, quotations, or other information and examples from the passages. The  development is  **consistently**  **appropriate** to the  task, purpose, and  audience. | Develops the topic with **effective** facts, concrete details, quotations, or other information and examples from the passages. The  development is  **largely**  **appropriate** to the  task, purpose, and  audience. | Provides **some** development of the topic with textual details. The  development is  **somewhat appropriate** to the  task, purpose, and  audience. | Provides **minimal** development of the topic with **limited** textual details. The  development is  **limited** in its **appropriateness** to the task, purpose, and  audience. | Response is **underdeveloped** and therefore  **inappropriate** to the task, purpose, and  audience. |
| **Writing**  **Written Expression**  Organization | The student response  demonstrates  **purposeful**  coherence, clarity,  and cohesion and  includes a **strong**  **introduction,**  **conclusion**, and a  **logical, well-executed**  progression of ideas,  making it **easy to**  **follow** the writer’s  progression of ideas. | The student response  demonstrates a **great**  **deal of** coherence,  clarity, and cohesion,  and **includes an**  **introduction,**  **conclusion**, and a  **logical progression** of ideas, making it **fairly easy to follow** the writer’s progression of  ideas. | The student  response  demonstrates **some**  coherence, clarity,  and/or cohesion,  and **includes an**  **introduction,**  **conclusion**, and  **logically grouped**  **ideas**, making the  writer’s progression  of **ideas usually**  **discernible but not**  **obvious.** | The student  response  demonstrates **limited**  coherence, clarity,  and/or cohesion,  making the writer’s  progression of ideas  **somewhat unclear**. | The student response  demonstrates a **lack**  **of** coherence, clarity  and cohesion. |
| **Writing**  **Written Expression**  Clarity of Language | The student response  establishes and  maintains an **effective**  **style**, while attending  to the norms and  conventions of the  discipline. The  response uses  **precise language**  **consistently**,  including descriptive  words and phrases,  sensory details,  linking and  transitional words,  words to indicate  tone, and/or domain specific vocabulary. | The student response  establishes and  maintains **an effective**  **style**, while attending to the norms and  conventions of the  discipline. The  response uses **mostly**  **precise language**,  including descriptive  words and phrases,  sensory details, linking and transitional words, words to indicate tone,  and/or domain specific vocabulary. | The student  response establishes  and maintains a  **mostly effective style**, while attending to the norms and  conventions of the  discipline. The  response uses **some**  **precise language**,  including descriptive  words and phrases,  sensory details,  linking and  transitional words,  words to indicate  tone and/or domain specific  vocabulary. | The student  response has a style  that has **limited**  **effectiveness**, with  **limited awareness of**  **the norms of the**  **discipline**. The  response includes  **limited descriptions**,  sensory details,  linking or transitional  words, words to  indicate tone, or  domain specific  vocabulary. | The student response  has an **inappropriate**  **style**. The student  writing shows **little to**  **no awareness of the**  **norms of the**  **discipline.** The  response includes  little to **no precise**  **language**. |
| **Writing**  **Knowledge of**  **Language and**  **Conventions** | The student response  demonstrates  **command of the**  **conventions** of  standard English  consistent with  **effectively edited**  **writing**. Though there  may be **a few minor**  **errors** in grammar  and usage, **meaning**  **is clear throughout**  the response. | The student response  demonstrates  **command of the**  **conventions** of  standard English  consistent with edited  writing. There may be  **a few distracting errors** in grammar and usage, but **meaning is clear**. | The student response  demonstrates  **inconsistent**  **command of the**  **conventions** of  standard English.  There are a **few**  **patterns of errors** in  grammar and usage  that may occasionally  **impede understanding**. | The student  response  demonstrates **limited**  **command of the**  **conventions** of  standard English.  There are **multiple**  **errors** in grammar  and usage  demonstrating  **minimal control over**  **language**. There are  **multiple distracting**  **errors** in grammar  and usage that  **sometimes impede**  **understanding**. | The student response  demonstrates **little to**  **no command** of the  conventions of  standard English.  There are **frequent**  **and varied errors** in  grammar and usage,  demonstrating **little or no control over**  **language**. There are  frequent distracting  errors in grammar  and usage that often  **impede understanding.** |